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Applying Innovative Trends in The Process of Higher Education Security Personnel in Order to Increase Efficiency

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Abstract

Article deals with the security education in the conditions of universities, the implementation of innovative trends into this process due to increasing its effectivity. When solving the problems in the area of security, the important aspect is education and professional training of the employees of security services, but also workers and managers at different levels in the area of security, where high knowledge demands are required. In the context of education at universities, security awareness of people coming from schools to work may help to increase better conditions in this area. Deepening their knowledge and skills connected with the security, increasing qualification and training of graduates, preparation for solving crisis and emergency phenomena in different areas of security (civil, economic, environmental, technical and technological, logistical, and etc.) may also help to increase better conditions in this area. If we use security education as intensive factors of economic, social growth of the companies to, it is important to know how such methods, forms and means in which the intensity and under what circumstances it is necessary to work on learning to achieve effectiveness of the resulting learning.

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1. Introduction

Requirements for the teaching process in conditions of higher education are continually growing. In addition to technical and scientific progress (eventually in close connection with it) there are also changes in lifestyle, acceleration of the development of young people, new knowledge about learning and number of other factors that significantly influence the teaching practice so far. The basic objective of higher education is the formation of a fully trained expert who is capable to complement his knowledge on his own, to increase his general-theoretical and professional level. Currently, the process of innovation and transformation in education is becoming a highly topical educational problem. The quality of education is currently an often discussed concept in professional, but also in

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general laic public environment. Requirements of experts from practice and educators to quality of education are increasing and thus the complex approach of addressing the issue of quality of schools and educational system is also emphasized. Efforts to change schools and innovate the field of education are closely connected with the ensuring of adequate quality. The main aim of education of security personnel is to produce certain moral attitudes, mental endurance, develop psychological skills and abilities as well as prepare the public for specific security measures in case of crisis situations at any time. Education and special training of security personnel operating at various levels of security (mostly managers, on which high knowledge demands are placed) is an important aspect of problem solving in the field of security. In college conditions the tasks of educational work have been significantly expanded and complicated. Educational work is supposed to shape the personality of a student more efficiently and with better quality. Constantly changing social needs as well as continuous development of science and technology closely linked to the emergence of new security risks and threats dynamically affect the whole education system. Considering this, the reaction to achievement of better results of security education process must be the creation of realistic assumptions to prepare universally educated, creatively thinking experts that are capable of quick adaptability in new conditions. It is therefore necessary to address a lot of key tasks within security education for the realisation of these requirements.

2. Innovation of the education process of security personnel in conditions of colleges for the purpose of increasing efficiency

When solving problems in the security field, education and specific training of security services personnel at different levels of security as well as managers, on which high knowledge demands are placed are important aspects. "Obtaining or extending of professional expertise and required professional readiness that are enabled by a system of education are a prerequisite for conducting professional personnel activities that are necessary." (Bílý & Kavan, 2013). Within the conditions of education at colleges the situation can become better by increasing of security awareness of people transiting from schools to practice, by widening their knowledge and skills connected with security, increasing qualification and expertise of graduates and their preparation of solving of risky, emergency and crisis phenomena in various areas of security (civil, economic, environmental, technical and technological, logistical etc.). We can therefore talk about security knowledge content of which are theoretical and practical knowledge about protection of people and property with possibility of its versatile use in European security environment. The basis of security knowledge lies in analytical activity that is aimed at averting or minimizing safety risks of various forms and causes towards individuals and society as a whole. Security knowledge does not only relate to increasing of knowledge and professional level of personnel of security services, experts in the security field or managers. It is appropriate to understand security knowledge as an effective system of education, of building of security awareness and shaping attitudes to safety behaviour and actions in the context of lifelong learning from pre-school education to education of economically active citizens (Kováčová & Klimo, 2013)

A security education system needs to be aimed in such a way that security personnel will be able to gain and acquire knowledge and methods skills on basis of which they will be able to analyze security environment and its factors in relation to various objects. Personnel should also be able to identify and evaluate safety risks and threats and predict their development, determine the procedures and measures of management, security risks and threats, planning and organizing risk management measures, security and crisis management in accordance to resources and capacities available, and design and manage complex security systems. Deficiencies emerging in security education prevent the effective investigation of professional and societal aspects of security problems, by which the basic cognitive element for the effective management of security systems is limited. It is necessary to deal with deficiencies arising in this education and it is also necessary to examine and remove them. Therein the need to evaluate education in terms of teaching efficiency arises. Currently, the primary focus aims at rebuilding of schools in terms of content, but this effort should further evolve and lead to modernization of education methods, material and organizational aspects of educational process, improvement of teacher training, and ensure the continuity of lifelong learning at all levels of education. Last but not least, we should monitor and evaluate efficiency and quality of education (Zaťková, 2014).

Efficiency of learning process means its usefulness and degree of achievement of set objectives in the process of teaching. The efficiency is most often associated with time (needed to achieve the set objectives - within the

teaching unit, but also in relation to the length of school attendance), energy (spent by the teacher as well as by the student to achieve the objectives), results of teaching activities, their adequacy in relation to time and energy (Petlák, 1995). Two aspects need to be taken into account in the final effect of education: economic and social - both in the medium and long term horizon.

Security education in colleges is realized in direct teaching by system of all elements of the teaching process. With some simplification, it can be stated that the aims of this process are reflected into the content of teaching which is realized in organizational forms through methods with usage of teaching aids and didactic technology in specific conditions of its security (Kováčová & Tyraľa, 2011). Each of the elements of teaching process presents the inner possibilities to increase the efficiency of education. However, all of them are mutually interconnected and conditional. Objective connection that exists between them affects the overall results of the teaching process. "That is why the rate of quality and efficiency of this process is always dependent on the usage of options of the individual elements, as well as on achieving the most favourable relations between them possible." (Turek, 1997). Possibilities of increasing the efficiency of education are quite broad; it is however important to choose the most appropriate option possible for given circumstances. For selecting appropriate options to increase the efficiency of education, it is necessary to assess the current status of realization of education in given circumstances. This will provide the foundation for solving of issues examined in this important field of pedagogy.

The success of practical implementation of ideas of effectiveness of security education in most cases depends on certain factors. Those are: special methodical training of teachers, cooperation of teachers and students, providing of the necessary learning, material, moral and psychological conditions.

Teacher is an important attribute of efficiency of education. Quality of educational process depends primarily on the level of theoretical training, pedagogical-psychological readiness, experience and mastery, temperament, oratory, and last but not least, on the individual characteristics of a college lecturer. Presentation of the lecture is not the only thing to do. The teacher is required to realize the positive and negative sides of the lecture, disposition, response and reactions of students, cooperation, the whole course of the lecture and meeting of the didactic and educational tasks. This should affect the preparation, conduct and value of the future lectures. "The biggest value that the school provides is therefore the professional quality of a teacher. It is the momentum in educational process. It indicates direction, vigour and strength." (Bálintová, 2010).

Increasing of the efficiency of security education due to continuous development of society and rapid development of information technologies requires, above all the teacher's initiative. Teacher should: study new trends in the field of his own subject, pay attention to quality preparation of content and organization of education, follow the news and legislative development in the field, increase his own professional qualification and ensure his personal development, increase his didactic and pedagogical profile of competencies, actively participate on conferences and seminars, international workshops, follow professional and pedagogical publications, communicate with students, and cooperate with institutions and organizations active in the particular field. On the basis of such active and independent approach to the educational process, college lecturer is able to continuously optimize the process of security education, which means to choose the most suitable methods in accordance with the requirements of earlier formulated tasks which are raised by curricula, the content of college textbooks, obtained data about learning opportunities of students, as well as opportunities of teachers and curriculum. The result of such approach is the increase of efficiency of results of teaching activities (adequate in relation to time and energy). The teacher at first chooses appropriate teaching methods (verbal, visual, practical), then on the basis of the method chosen, he determines the character of teaching-cognitive activities (deductive, inductive, reproductive, investigative). Finally, the teacher chooses motivational methods of teaching activities and methods of control of students and self-control of knowledge acquired, skills and habits acquired.

International contacts, requirements of multiculturalism, usage of internet, study and work stays abroad - all of these places foreign language teaching at the forefront of college education of students and teachers. Expanding the knowledge of foreign languages is currently considered as a prerequisite of quality and rapid qualification development of a college lecturer needed for his career growth and flexibility. Internationalization of the Slovak economy makes knowledge of English language one of the most important qualification premises of students as well as college lecturers. Foreign stays are beneficial for those, who have already mastered the basics of foreign language. In addition to development of language skills in common communicative situations, the benefit of such stays is also the broadening of knowledge horizon of college lecturers, as well as creating and expanding of social

ties with experts from other states, which contributes to increase of the level of quality of corresponding college. In the current era of globalization, there is a significant increase of internationalization of higher education. More and more students are trying to gain experience abroad and lot of them considers studying at foreign college an important step for their future career. A lot of students from the third world countries study at various Slovak colleges. It is very important for Slovak teachers to master foreign languages on professional level in order to provide quality training for these students. This is also the reason why education of teachers in the sphere of foreign languages gains more importance. Continuous development of information and communication technologies brings changes in methods, content and forms of security education. College lecturers must be prepared to understand the influence of information and communication technologies on society, structure of work, production, etc.

Introduction of information and communication technologies into educational process allows choosing two different approaches. In the first case, there are modern technological means used as teaching aids without changes in classical teaching methods. This approach has several advantages. It can be used in the present conditions of schools. It is not needed to change neither curriculum nor methodology of the educational process. It is enough for teacher to learn how to operate a computer with the appropriate software. By choosing an appropriate program, the teaching process can be more efficient. This can include programs for teaching, testing, practicing, simulation of various activities, multimedia, modelling systems of various phenomena, which enable to depict mathematical, physical and other dependencies. In the second case, information technologies are implemented directly into the curriculum, as well as into educational content. It is clear, that modern technologies significantly influence and change the society. It is in the interest of all to maximally use modern technologies in the educational process in order for them to positively contribute to its improvement. It is not possible to refuse them. Of course, this requires the transformation of teaching methods, but mostly of teaching content of some subjects. However the key role will always be played by the teacher. Nowadays, this is even truer than in the past. The teacher will create favourable conditions in which the student will be willing to gather new information (e.g. in a form of computer data), from which he will formulate new hypotheses and compare them with his previous ideas on the issue and correct them. The teacher will only provide a framework information sources suitable for further study. Again, we emphasize that everything depends on the qualification and skills of the teacher. A broad social significance of his work and his responsibility are great. If we would not like to see how commerce and entertainment industry dominate the development of future generations in the next millennium, it is necessary that school system starts to cooperate with modern technologies (Pavlovkin & Volniková, 2005).

Creation of the teaching-material base of a college brings effective and quality functioning of educational process. Teaching-material base are: classrooms, offices, special vocational classrooms, laboratories and their equipment, material-didactic aids - teaching aids and didactic technology, equipment of academic library etc. Teaching-material base needs not only to be created, but also to be ingeniously used in order to increase the efficiency of security education. It is highly effective to address the area of material didactic means. There were a lot of causes that led to inefficient use of didactic technology at colleges. One of them is a fact that the focus of unsustainable attention in an effort to increase efficiency of teaching process by means of didactic technology without its closer link with other factors of teaching process (objectives, content, methods, work of teacher and students etc.) did not lead to expected results. Didactic technology is increasingly used in teaching process as an organic part of the system, which is necessary for efficient teaching. The establishment of modern educational classrooms equipped by multimedia didactic means is an important condition for increasing of attractiveness and efficiency of a functioning educational process. Modern educational workplaces are built through interactive multimedia didactic means. Security education by application of interactive multimedia is an effective process of active gaining of knowledge that helps students to build their motivation and achieve better results due to teaching based on finding the answers in atypical dynamic environment. Interactive multimedia didactic means offer a wide range of creating graphic, dynamic lessons, conceptual maps, lecturing presentations including audio and video content, as well as storing records from the lesson in various formats. Teachers and students may browse network resources, presentations, or make virtual tours. They meet the needs of visual as well as dynamic aspect of the process of teaching. Such innovative trends of education are a dynamic means of communication for the whole group, where teachers can, in form of interactive didactic means, obtain a powerful tool allowing focusing attention on the whole group of students.

Part of the securing of teaching-material base of a college with a focus on security education is to build security laboratories equipped with top laboratory and computer technology available for all students within pedagogical process as well as in addressing the theses of students. It also provides a competent space for scientific and research activity of college staff. The main aim of laboratories within the process of security education is the creation of conditions needed for acquisition of practical knowledge and skills of protection of people and property issues with the possibility of its versatile application in security environment. Laboratories of this kind allow students to practice and perform analytical activities aimed at averting or minimizing security risks of various forms and causes against individuals and society as a whole. They have necessary study aids, virtual and physical models including real technical and instrumental equipment.

Security laboratories provide students with these opportunities:

- familiarize them with practical procedures of police, private security services, as well as procedures during securing of life and health in the work process,
- address research tasks focusing on various environmental loads in cities, villages and other territories,
- conduct various experiments mostly in the field of manipulation and transport of dangerous/hazardous substances,
- model traffic situations regarding technical and technological infrastructure including transport infrastructure,
- obtain abilities to analytically work with information even in close cooperation with specialists in given particular technical sectors in the development of crisis situations,
- work with simulation-training data of GIS software and conduct spatial analysis and simulations of various types of threats on fictitious type territories, on basis of which the students are able to evaluate the individual types of threats and predict scenarios to respond to crisis situations (Blistanova, Katalinic, Kiss & Wesely, 2014; Blišťanová & Blišťan, 2013),
- design and subsequently develop preventive measures to avoid special incidents.

Security worker's tasks are to carry out various activities in the field of security, manage security processes and systems, create and realize preventive, eventually corrective measures of crisis situations. His mission is to increase not only his own professional qualification but also ensure own personal development. An important component of security education is the development of physical readiness and capability of future workers in the field of security that has a positive impact on the development of character and will traits of personality. For this purpose, within the institutions of security education on colleges, the training centres, gymnasiums, classrooms for various types of sports, and development of practical and physical skills have been established. In connection with the search for new, efficient and innovative trends of security education, it is necessary to focus on this part of the educational process. The process of security education in this direction can be made more efficient (as to the quality and quantity) by equipping the training centres, gymnasiums, and classroom with didactic aids. However, implementation of efficient and innovative trends in this field of security education is based on the selection and application of appropriate didactic forms and methods in order to achieve the objectives set.

E-learning as a form of learning is used in external and distant college education, as well as in courses of lifelong learning. The main idea of e-learning is to provide free and unrestricted access of students to learning in time and space. Student chooses the learning pace, time, and place himself. The teacher is his guide on a way to knowledge of language and culture. It is necessary to take into account the fact that beneficial and positively manifesting pedagogical aspects of e-learning introduction into the process of education can be easily changed to insufficient, even negative (due to natural human comfort, his effort to find easier way to learn, to postpone responsibilities for later - this method enables such things to happen).

The search for efficient and innovative trends of security education is a never-ending process. It is not sufficient to deal with this issue only in the initial phase of creating and preparing the process of teaching. Responsibility of educational institution, and all of its workers who perform, manage, organize, control or in other way influence the process of education is to continually deal with options of improving the process, thus, to deal with individual factors of educational process, examine them and correct them according to needs in order to achieve the objectives that were set. Efficiency will not come as absolute, but it is expected to be the highest relative possible. The sum of

available time and material aids is essentially limited, therefore finite. Taking this into account, it is necessary to monitor the ways of their rational usage. Material-technological aids undoubtedly help this. Those are: quality computer equipment, internet, e-learning, electronic communication. The rate of implementation of these material-technological aids into learning process and the resulting tendencies not to maximize the effect of their action is also important. College lecturer still has a relevant role in coordination of work in interactive relationship with the student. The implementation of new technology, however, appear misconceptions. The process of informatization will not solve all problems in the economy and social relations. There is still specific stage of development, which simply can not skip (Lošonczi, Mesároš, 2012)

If we are supposed to understand security education as an intense factor of economic and social growth of knowledge society as a whole, it is important to know in which way, by which methods, forms and aids, in what intensity and under what circumstances it is necessary to affect the educated by in order to achieve the resulting efficiency of education (Kováčová, 2009).

3. Conclusion

On the basis of the short cross-section of efficient and innovative trends in the process of education it can be concluded that the offer of forms, methods, and aids is diverse and rich. In their selection it is necessary to follow various factors such as the extent of education, time we can dedicate to education, access to education (distance, location), setting the targets of own efforts, time availability that we are able to subordinate to objective, selection of the appropriate form of education, detection of financial difficulty, availability of teaching materials and technical aids, quality of teacher (professional, didactic and pedagogical competence, personality traits), spatial and technical support of educational institution as well as positive motivation and openness for education. Detailed solution of the issue of efficiency increase of education, adapting to the forms, methods and contents of college education to real needs of knowledge society can ensure not only the increase of quality and attractiveness of education at colleges but also a long-term competitiveness of the Slovak Republic.

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